

History 380

Latin America Survey I: Pre-Colombian to 1750

Fall 2022. TR 10:00-11:20pm. McKenzie 240A. CRN: 13484

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F 2-4pm
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GRADUATE EMPLOYEE (GE)

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Office hours in McKenzie 340U, Th 5-7pm, or by appointment

COURSE DESCRIPTION

Many writers have described the European “discovery” of the Americas as the single most important event in world history. A grandiose boon for some and an incalculable tragedy for others, in time this event catalyzed change for every human society on the globe. As a consequence, our food, clothing, politics, economics, language, music, dance, disease, and genetics have all been irreversibly altered. While this collision of distant worlds is a monumental story, it is also a very human story of individual European, Native, African, and American people who attempted to survive, understand, and succeed. What was life like for the conquerors, colonists, merchants, native and European aristocrats, slaves, nuns, governors, artisans, market women, or children of this new world? How do you govern an empire that is three months journey from your capitol city? How do you teach millions of people, without common language or ethnicity, to revere one king and one God? In such an incredibly diverse society, what were the rules for justice? What was proper, lady-like behavior for a woman if she was white, native, African, or mixed race? How did the government ensure justice and security without creating a police state? Why did some Native communities thrive while others collapsed? We will seek to answer some of these questions through reading original sources such as traveler accounts, court cases, religious tracts, journals, military records, official correspondence, and more.

READINGS

Books

The following books are available for purchase in the campus bookstore.

- Textbook: *Latin America in Colonial Times*, Matthew Restall and Kris Lane, Cambridge University Press, 2011.
- Boyer, Richard, and Geoffrey Spurling. *Colonial Lives: Documents on Latin American History, 1550-1850*. NYC: Oxford University Press, 2000.
- Restall, Matthew. *Seven Myths of the Spanish Conquest*. NYC: Oxford University Press, 2003.

Movie rental

- *The Mission* (1986). Starring Robert Deniro, Jeremy Irons. Director: Roland Joffé

EVALUATIONS

Map Quiz (Oct 6)	2%
Reading/Lectures (38%)	
Primary Source Quizzes	10%
Reading/Lecture Notes (Weeks 2-3)	10%
Reading/Lecture Notes (Weeks 4-10, complete 6)	10%
Peer review of Notes	6%
Notes Assessment Statement (Nov 29)	2%
Essays (40%)	
Link Essay (Oct 23)	10%
Skeleton-Link Essay	
Draft 1 (Nov 13)	5%
Peer Edit (Nov 20)	3%
Final Draft (Nov 27)	20%
Revision Statement (Nov 27)	2%
<u>Final Exam (Thursday Dec 8, 8:00am):</u>	<u>20%</u>
	100%

NOTE: Find a description of these assignments in Canvas >> Supplementals >> “Assignments – Description”

- 1) Due dates:
 - a) Reading/Lecture Notes are due before every class by 9:30am.
 - b) Link essays and paper assignments are due on Sunday 11:59pm.
- 2) Essays
 - a) The Essays comprise five separate assignments: Link; Skeleton Essay Draft 1, Peer Edit, Final Draft, and Revision Statement.
 - b) You must complete all five of these assignments in order to receive credit for any of them. If you fail to submit any of the six Paper assignments, you will receive a 0 on all of the parts (which will result in a failing grade in the course).
- 3) Final exam: Will be comprehensive, based on both reading and lecture materials. The format will build off of the skills we build in the Reading/Lectures Notes and the Essays.

Grading: Numbered scores correspond to letter grades as follows: Numbers in the 90s are As, the 80s are Bs, the 70s are Cs, the 60s are Ds, and below 60 is an F. Plusses and minuses work as follows: 80-82 = B-; 83-86 = B; 87-89 = B+. Any decimal below .5 gets rounded down, any decimal of .5 or above gets rounded up. So 86.4 becomes 86, which is a B; 86.5 becomes 87, which is a B+.

COURSE POLICIES

1. Attendance: You are expected to attend each class, to have finished the reading assignment before class, and to participate in discussion.
2. Respect: Mutual respect and courtesy are necessary for the course to be a success.
 - a) I hope that you will question me, the reading, and each other, as doing so is essential to the learning process. We should do so in an environment that is safe and respectful of our varied opinions. Let's challenge each other based on ideas, analysis, and evidence, and not based on insults or personal attacks.
 - b) All enrolled students are warmly welcome in this course, regardless of gender, ethnicity, immigration status, national origin, religion, class, race, disability, etc.
 - c) No side conversations, listening to music, or reading outside materials in class.
 - d) Cell phones: Turn off your cell phones before class starts; Professor Zahler and the GE have the right to answer any in-class calls or messages that you receive.
3. Computers: Do *not* use a computer during class time.
 - a) Computers are wonderful, powerful machines. Unfortunately, they are also very distracting and can reduce our ability to think and learn. Numerous studies have found that, during class, students spend most of the time using the computer for activities unrelated to the class, which distracts them and nearby students.
 - a. Articles on the subject: [Article 1](#); [Article 2](#); [Article 3](#)
 - b) Numerous studies have also found that students learn more when they take notes using pen and paper than when they use a computer.
 - a. Articles on the subject: [Article 1](#); [Article 2](#); [Article 3](#)
 - c) I will make exceptions to this policy for students that have specific, documented need to use a computer in class. In this circumstance, you should sit at the back of the class in order to distract fewer other students.
4. Late assignments:

You will lose points on late assignments at a rate of 10pts/24-hours. You can get an extension if you have a legitimate reason (e.g. health problems, a death in the family, imprisonment, alien abduction, etc.). Contact your professor or GE to request an extension. Snowboarding on Mt. Bachelor is not a legitimate reason.
5. You may not sell class notes to other students. You may not use Canvas for commercial purposes or to advertise items for sale. Use of services that sell course notes is prohibited because they contradict the educational purpose of this course.

COMMUNICATIONS AND TECHNOLOGY

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

Your GE and professor will host scheduled "live" office hours through Zoom each week, and you can also contact us directly to request a meeting. Get in touch with us to ask about assignments, course content, something in the reading or lecture you want to discuss further, or just to let us know how you're doing.

Using Canvas

Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page: <https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=38635>

Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | livehelp.uoregon.edu

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' web page on going remote:

<https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101263>

ACCESSIBILITY

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoacc@uoregon.edu.”

ACADEMIC INTREGRITY:

Any work you submit must be your own and must be produced exclusively for this class – plagiarism and cheating will not be tolerated. All ideas from other sources must be properly cited. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Be aware that consequences for plagiarism or cheating can include an F in the course, suspension, or expulsion. For further information on this subject, as well as guidelines for proper citation, see the web sites:

Student Conduct Code for Academic Misconduct:

<https://dos.uoregon.edu/conduct>

Student Conduct Code and Procedures:

<https://dos.uoregon.edu/code-procedures>

Plagiarism Guide for Students:

<http://researchguides.uoregon.edu/citing-plagiarism>

LEARNING OBJECTIVES

In this course, we will learn not only a body of historical information but also will refine a set of intellectual skills that apply to any professional career path you will pursue. In this course you can expect to learn:

- Major political, economic, and social trends of Latin America, from pre-contact through the late colonial periods.
- How factors such as religion, political administration, race, gender, and social status operated in the contexts of conquest and empire.
- How the discipline of history uses primary and secondary sources, and works with inconsistent or contradictory evidence.

- How to discuss socially-sensitive topics such as race, gender, sex, and violence in a respectful manner that promotes learning and inquiry.
- How to participate in a discourse with dissenting opinions in a manner that is respectful and intellectually productive, whether those opinions come from historical actors, scholars, or fellow classmates.
- How to use critical questions and evidence-based analysis to investigate complex situations.
- Improved communication skills: how to write a clear essay with an evidence-based argument and (hopefully) how to answer/ask questions in public.

SCHEDULE

Reading Codes

- “TB” = Textbook (*Latin America in Colonial Times*)
- “Restall” = *Seven Myths of the Spanish Conquest*
- “CL” = *Colonial Lives*
- “IL” = Internet Link. Click on the link in the in the Canvas weekly module or in the Canvas syllabus
- “PDF” = download the PDF reading from the Canvas weekly module

- *Note:* Before each class time, you are expected to have completed the day’s pre-recorded lectures and the reading.

Week 1: Worlds Apart

Sept 27: Introduction

Sept 29: Pre-Contact Americas and Africa

Reading

- *TB* Ch 1-3.
 - Note: read these chapters quickly, takes notes just on the broad themes – no need for a close reading or detailed notes.

Lecture

- Americas 1491 Environment and Technology (14’)
- Apocalypto Clip (15’)

Week 2: Pre-Contact Americas and Iberia

Oct 4: The Americas in the 1400s

Reading

- *TB* Ch 5
- Restall: Introduction, Ch 1-2

Lecture

- Americas 1491 – Incas, Mayas, Aztecs (31’)

- ❖ Oct 4: Submit reading notes by 9:30am (Lectures notes not required)

Oct 6: Iberia in the 1400s

Reading

- *TB* Ch 4
- Restall: Ch 3-4

Lecture

- Decentralized, Fragmented States (30’)

- Iberia 15th Century (28’)
- ❖ Oct 6: Submit lecture notes by 9:30am (Reading notes not required)

* Map Quiz

Week 3 Contact and Conquest

Oct 11: [Note: Heavy reading this week]

Lecture

- Empires in 1450 (14’)
- Iberian Exploration and Conquest (27’)
- Instructional: How to do a Link Essay (7’)
- Instructional: Active/Passive Voice (17’)

Reading

- *TB* Ch 6
- *IL* [Columbus' journal](#)
- PDF (on Canvas): Bernal Díaz: *The Conquest of New Spain*

- ❖ Oct 11: Submit reading notes by 9:30am (Lectures notes not required)

Oct 13:

Reading

- Restall: Ch 5 to End

Lecture

- Colombian Exchange – Agriculture (11’)
- Colombian Exchange – Disease (30’)

- ❖ Oct 13: Submit lecture notes by 9:30am (Reading notes not required)

Week 4: Native Americans, Imperial Structures

Oct 18:

Lecture

- Black Legend (9’)
- Governance and Hegemony (11’)
- Imperial Structures – Encomiendas (20’)
- Imperial Structures – Decentralized, Fragmented (20’)
- Imperial Structure – Crown and Church (25’)

Reading

- *TB* Ch 8
- *CL* 5

Oct 20: No class today [Professor is overseas]

Lecture:

- *Mission* Background

Watch a movie: *The Mission*

- 1986 film starring Robert Deniro, Jeremy Irons
- Found on Amazon, Youtube (cost: \$3.99)

Reading

- PDF: “Mission Review”
 - Read after you watch the movie. This essay provides a critique of some historical inaccuracies of the movie, particularly regarding the depiction of Native peoples.

❖ Oct 23 11:59pm: Link Essay

Week 5: African Americans, Imperial Structures

Oct 25:

Lecture

- Racism – Origins (32’)
- Race and Racism in Colonial Latin America (28’)
- Instructional: How to do a Skeleton-Link Essay (16’)

Reading

- *TB* Ch 9
- PDF: *Documenting Latin America (DLA)* Ch 3
- *CL* 20

Oct 27:

Lecture

- Slavery – Native Americans (13’)
- Slavery – Africans (30’)

Reading

- *CL* Ch 2, 4

Week 6: Honor and Law

Nov 1:

Reading

- PDF: *Faces of Honor*, Introduction
- *CL* Ch 6

Lecture:

- Honor, Society as a Body (35’)

Nov 3:

Lecture

- Law and Administration – Collective Identities (30’)

Reading

- *CL* Chapters 3, 9

Week 7: Honor and Society: Race, Gender, Wealth

Nov 8: Gender

Lecture

- Writing – Structure (22’)
- How to do a Revision Statement (9’)
- Women’s Rights and Status (Early Modern) (37’)

Reading

- *CL* Chapter 10

Nov 10:

Reading

- *CL* Chapters 12, 17

❖ Nov 13 11:59pm: Skeleton-Link Essay, Draft 1

Week 8: Power, Deviance, Subversion

Nov 15:

Lecture

- Religion and Syncretism (35’)
- Imperial-Colonial Economics 1 (30’)
- Imperial-Colonial Economics 2 (14’)

Reading

- *TB* 11
- PDF: *DLA* 16

Nov 17:

Reading

- *CL* Chapters 7, 13

Lecture

- How to do Peer Editing (9’)

❖ Nov 20 11:59pm: Peer edit of Draft 1

Week 9: The Maturing, Evolving Imperial Order

Nov 22:

Lecture

- Centralization in Europe (19’)
- Imperial Decline and Revitalization (28’)

Reading

- *TB* Ch 13

Nov 24: Thanksgiving (no class)

No reading/lecture assignments

❖ Nov 27 11:59pm: Final Draft + Revision Statement

Week 10: Late Empire and Society

Nov 29:

Reading

- *CL* Ch 21

❖ Nov 29 11:59pm: Notes Assessment Statement

Dec 1: Wrap up and Review

Final Exam: December 8 (Thursday) 8:00am – 10:00am, McKenzie 240A